

**LEARNING STRATEGIES USED BY THE EIGHTH GRADE STUDENTS
OF SPECIAL PROGRAM AT MTs NEGERI 2 SUKOHARJO
IN DEVELOPING READING COMPREHENSION**



THESIS

**Submitted to the Department of Language Studies
Graduate School of Muhammadiyah University of Surakarta
in Partial Fulfillment of the Requirement for
the Degree of Master of Education**

by

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**GRADUATE PROGRAM OF LANGUAGE
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2019

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THESIS

by

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LEARNING STRATEGIES USED BY THE EIGHTH GRADE STUDENTS
OF SPECIAL PROGRAM AT MTs NEGERI 2 SUKOHARJO
IN DEVELOPING READING COMPREHENSION

Submitted by

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Has been examined by the board of examiners on 14th May 2019 All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

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Certify that this thesis is definitely my own work. I am completely responsible for its content. Otherwise, there are some other writer's opinions for findings included in this thesis but they are quoted or cited in accordance with ethical standard. When there is evidence that this thesis is a kind of plagiarism, I will accept the correlation of my graduate degree given by Muhammadiyah University of Surakarta.

Surakarta, May, 18th, 2019

The writer


Kholifatu Rosyidah

MOTTO

“Fa-innama’al’usríyusraa”

(For indeed, with hardship (will be) ease)

(QS. Al Insyirah: 5)

DEDICATION

This thesis is dedicated to:

1. Her beloved parents, Drs. Bambang Trianggono, S. Ag., MM., and Nur Khasanah,
2. Her beloved husband, Arif Ahman., and daughter Zaahira ‘Asyiqotul Ayra Sanad,
3. Her beloved family, Lailatun Ni’mah S. PdI., and Fikriatun Najihah, S. Pd.,
4. Her beloved parents in law, Najib Sanad, and Sri Suyamti.

ACKNOWLEDGMENT

Assalamu 'alaikumWr.Wb

Alhamdulillah hirobbil 'alamin. Praise to Allah, The God of the world. Thank to Allah for every blessing given to the writer in finishing this thesis entitled **LEARNING STRATEGIES USED BY THE EIGHTH GRADE STUDENTS OF SPECIAL PROGRAM AT MTs NEGERI 2 SUKOHARJO IN DEVELOPING READING COMPREHENSION.** She realizes that this thesis cannot be finished by herself without many helps, critiques, motivations, and suggestions from all persons around her. Therefore, she would like to express many thanks for everyone who have helped and supported her during this thesis process. They are:

1. Prof. Dr. Bambang Sumardjoko, M.Pd., the Director of Muhammadiyah University of Surakarta,
2. Agus Wijayanto, Ph.D, the Head of Language Study Department,
3. Mauly Halwat Hikmat, Ph. D as the advisor, who has given guidance, information, suggestion and correction patiently during the arrangement of the thesis,
4. Her beloved father and mother, Drs. Bambang Trianggono, S. Ag., MM and Nur Khasanah who always give warm feeling, prayer, care, support and motivation during the writer completing this thesis,
5. Her beloved husband Arif Ahman for all his loves and supports,
6. Her beloved daughter Zaahira 'Asyiqotul Ayra Sanad "My world",
7. Her beloved sisters (Lailatun Ni'mah Imtikhany, S. PdI and Fikriatun Najihah, S. Pd) for all motivation, prays, and supports,
8. The principle of MTs Negeri 2 Sukoharjo who gives motivations to complete the data.
9. Her partner as an English teacher (Ninik Indriyani, S.Pd. for giving data and supports)

10. All of his family in MTs Negeri 2 Sukoharjo who gives all respond and respect to finish it.
11. All friends of MPB Inggris 2015 who have given their support and motivation.
12. All of her families, friends, and leturers that cannot be mentioned one by one, who have supported her.

The writer realizes that this research is far from being perfect. Therefore, the writer accept all positive and constructive criticism and suggestion.

Wassalamu'alaikumWr. Wb

The writer



Kholifatu Rosyidah

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ABSTRACT

ROSYIDAH, KHOLIFATU. S200150028. 2019. **Learning Strategies Used by the Eighth Grade Students of Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension**. Thesis. Magister of Language Study. Faculty of Language Department Muhammadiyah University of Surakarta.

This research is aimed at describing (1) type of learning strategies, (2) learning strategies applied by higher and lower achievers, (3) the percentage of learning strategies applied, and (4) similarities and differences of learning strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension.

The type of research is qualitative research. The object is learning strategies. The subject of this study is the eighth grade students of special program at MTs Negeri 2 Sukoharjo. Data collection was conducted by applying document, questionnaire, observation, and interview.

The results showed that: (1) types of learning strategies applied, namely meta-cognitive strategies, cognitive strategies, and socio-affective strategies. (2) The higher achiever students used meta-cognitive strategies (95%) from 8 meta-cognitive strategies and cognitive strategies (90,76%) from 13 cognitive strategies. While the lower achiever students used meta-cognitive strategies (25%) from 8 meta-cognitive strategies, cognitive strategies (12,82%) from 13 cognitive strategies, and socio affective strategies (100%) from 2 socio-affective strategies. (3) In applying learning strategies, overall, all of students used meta-cognitive strategies (63,75%) from 8 meta-cognitive strategies, cognitive strategies (60,51%) from 13 cognitive strategies, and socio affective strategies (51,67%) from 2 socio-affective strategies. Most dominant learning strategy used by all students was meta-cognitive strategy. (4) There were some similarities found in meta-cognitive strategies, the cognitive strategies, while in socio-affective strategies, there was no similarities. The differences were the higher achiever used delayed production and self-evaluation. Besides, there were no students of lower achiever used them. In cognitive strategies, the higher achievers applied repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, and inferencing while the lower achievers used translation, grouping, and note taking. The lower achievers applied socio-affective strategies, while there were no students of higher achiever did that.

Keywords: Learning Strategies, Special Program, Reading Comprehension

ABSTRAK

ROSYIDAH, KHOLIFATU. S200150028. 2019. *Learning Strategies Used by the Eighth Grade Students of Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension*. Thesis. Magister Pengkajian Bahasa Universitas Muhammadiyah Surakarta.

Penelitian ini bertujuan untuk mendeskripsikan (1) jenis strategi pembelajaran, (2) strategi pembelajaran yang diterapkan oleh siswa yang berprestasi lebih tinggi dan lebih rendah, (3) persentase dari penerapan strategi pembelajaran, dan (4) persamaan dan perbedaan strategi pembelajaran yang digunakan oleh siswa kelas delapan program khusus di MTs Negeri 2 Sukoharjo dalam mengembangkan pemahaman membaca.

Jenis penelitian adalah penelitian kualitatif. Objeknya adalah strategi pembelajaran. Subjek penelitiannya adalah siswa kelas 8 program khusus di MTs Negeri 2 Sukoharjo. Pengumpulan data dilakukan dengan menggunakan dokumen, kuesioner, observasi, dan wawancara.

Hasil penelitian menunjukkan: (1) jenis strategi pembelajaran yang diterapkan, yaitu, strategi meta-kognitif, strategi kognitif, dan strategi sosio-afektif. (2) Siswa berprestasi lebih tinggi menggunakan strategi meta-kognitif (95%) dari 8 strategi meta-kognitif dan strategi kognitif (90,76%) dari 13 strategi kognitif. Sementara siswa yang berprestasi lebih rendah menggunakan strategi meta-kognitif (25%) dari 8 strategi meta-kognitif, strategi kognitif (12,82%) dari 13 strategi kognitif, and strategi sosio afektif (100%) dari 2 strategi sosio afektif. (3) Dalam menerapkan strategi belajar, secara keseluruhan, semua siswa menggunakan strategi meta-kognitif (63,75%) dari 8 strategi meta-kognitif, strategi kognitif (60,51%) dari 13 strategi kognitif, dan strategi sosio afektif (51,67%) dari 2 strategi sosio afektif. Strategi belajar paling dominan yang digunakan semua siswa adalah strategi meta kognitif. (4) Ada beberapa kesamaan yang ditemukan dalam strategi meta-kognitif, strategi kognitif, sedangkan dalam strategi sosio-afektif, tidak ada kesamaan. Perbedaannya adalah siswa yang berprestasi tinggi menggunakan produksi tertunda dan evaluasi diri. Selain itu tidak ada siswa berprestasi rendah yang menggunakannya. Dalam strategi kognitif, siswa yang berprestasi lebih tinggi menggunakan pengulangan, sumber daya, terjemahan, pengelompokan, pembuatan catatan, deduksi, rekombinasi, citra, kata kunci, kontekstualisasi, elaborasi, transfer, dan penarikan kesimpulan sedangkan siswa yang berprestasi lebih rendah menggunakan terjemahan, pengelompokan, dan pembuatan catatan. Siswa yang berprestasi rendah menggunakan strategi sosio-afektif, sementara tidak ada siswa yang berprestasi lebih tinggi yang menggunakannya.

Kata kunci: Strategi Pembelajaran, Program Khusus, Pemahaman Membaca